

SEND Information Report 2016-2017 for Bedford Road Lower School

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in accordance with section 65(3) of the
Children and Families Act 2014

1. The kinds of Special Educational Needs for which provision is made for at Bedford Road Lower School.

Bedford Road Lower School is a fully inclusive mainstream school, which ensures that all pupils make the best possible progress personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, and Sensory and Physical Needs. This report is designed to answer any questions you may have about your child starting or continuing their education at Bedford Road Lower School.

The best people to talk to in this school about my child's special educational needs or disabilities:

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCO) know as necessary.
- Writing Individual Provision Plans (IPPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom.

The SENDCO: Mrs R. Felice and Mrs K. Maslen

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs L. Gould

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs A.Hooks

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

The Local Authority (LA) also publishes its' local offer to outline provision available across the authority.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- Each school will publish a School SEND Information Report.

2. Identifying children and young people with SEND and assessing their needs

- All children entering our Foundation Stage are assessed through thorough baselines of the children so any needs can be identified. We also welcome any information or concerns that parents have about their child on starting school and throughout their education at Bedford Road Lower School.
- Throughout Foundation Stage thorough termly assessments are carried out for each child as well as ongoing teacher assessments on a day to day basis so any children with SEND can be identified promptly.
- Key stage 1 and 2 teachers carry out termly assessments in addition to ongoing assessments within the classroom on a day to day basis.
- Pupil progress meetings are held every term with individual class teachers and members of the Senior Leadership team, from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

- We know when pupils needs help if:
 - Concerns are raised by parents/carers, teacher of the child
 - There is a change in the pupil's behaviour or progress
 - The child's rate of progress slows down
 - The gap between the achievement of a child and their peers does not close
 - The gap between the achievement of a child and their peers widens
- Primarily the class teacher may assess pupils with SEND, they may seek advice from the school's Special Educational Needs or Disability Coordinator (SENDCO), talk to the child's previous class teacher and parents or carers of the child.
- It may sometimes be necessary to seek more specialised advice from outside agencies such as the speech and language team, behaviour support team, occupational therapists, autism advisory teachers or educational psychologists, but we will always discuss these options with parents and carers **before** seeking further advice.
- If external advice is offered, Bedford Road Lower School can then work in partnership with these agencies to set targets, provide resources and differentiate activities so that barriers to learning can be overcome.

3. Information about making provision for pupils with SEND

A graduated approach to support children is taken. This involves a 4 part cycle;

- **Assess:** The class teacher or SENDCO carries out an assessment of the child's needs taking into account the parent's concerns.
- **Plan:** an individual provision plan is created on the needs of the learner and targets specific areas. A specific date is set for when the targets will be reviewed.
- **Do:** the plan is carried out.
- **Review:** Progress made towards achieving the targets is discussed at a meeting with the parents, and pupil where appropriate, each term. Changes in the support provided will be discussed and then recorded in a new plan.

- **How the school evaluates the effectiveness of its provision for such pupils**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly pupil progress meetings. The assessment coordinator and SENDCO will look at the progress of children with SEND each half term.

- **The school's arrangements for assessing and reviewing the progress of pupils with SEND**

During the review it may become clear that children need to continue with the interventions because they are making improved progress; they may need the support they receive changed; or they may have made

accelerated progress and no longer need the extra support. Parents and carers will be kept informed of any decisions made. Termly assessments feed into the review cycle of Individual Provision Plans (IPPs), parents or carers of children with SEND are invited into school, in addition to parent's evenings, to review the old IPPs and agree new IPP targets with the class teachers. Class teachers will be able to feedback during these meetings about the progress the child is making. Parents or carers are also encouraged to approach the class teacher or SENCO throughout the year if they have any questions or concerns about the progress their child is making.

For a very small number of children, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care Needs Assessment (EHCNAF).

The purpose of a EHC plan is to make special education provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014)

At any points parents can contact the SEND Advice Service which offers free confidential information, advice and support on Special Educational Needs and Disabilities to children, young people and parents.

Borough Hall,
Cauldwell Street
Bedford
MK42 9AP

01234 267422

- **The school's approach to teaching pupils with SEND**

- We are a fully inclusive school and believe that all our pupils are entitled to a broad and balanced curriculum, which ensures that all pupils achieve their full potential.
- The learning needs of every child are catered for in the class teacher's planning. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, then they may spend a short while each day, or a few times a week, in a small group. This will be run by a teacher or teaching assistant and will be focussed on achieving specific targets.

- **Additional support for learning available to pupils with SEND**

Children who may require higher levels of support have access to appropriately trained support staff. At Bedford Road Lower School we have staff trained and experienced in:

- Sounds Write
- Read Write Inc
- Talking Partners

- Fischer Family Trust
- Numicon Teaching and Intervention
- Big Write
- Therapeutic Story Writing
- Kaleidoscope

- **Activities and support available for improving the emotional and social development of pupils with SEND**
 - All children have access to extracurricular clubs and trips. Clubs may be held after school or at lunch time. Some lunch time clubs and activities have been specifically introduced to support children with emotional and social difficulties during these times to overcome friendship and confidence issues.
 - All children access the Values curriculum at Bedford Road Lower School. This is reinforced during assemblies and whole school celebration assemblies.
 - The behaviour policy also promotes the emotional and social development of all pupils rewarding behaviour for learning and value based outcomes.
 - Some members of staff are trained in delivering Kaleidoscope sessions to promote positive self esteem. Children are supported by all staff and those children with heightened needs may be supported by the family support workers also.
 - The family support workers work closely with families to improve and maintain attendance, attendance is a whole school focus and is celebrated in assemblies.
 - Pupils from year 2-4 have the opportunity to stand for school council and share their views and opinions about school life. All children have the opportunity to take responsibility for school life by standing for school council, playtime buddies, eco committee members, lunchbox and ICT monitors and in year 4 interviewing for classroom help positions during their lunchtimes.

4. The name and contact details of the SEN co-ordinator

Mrs R Felice
Bedford Road Lower School
Hillgrounds Road
Kempton
MK42 8QH
01234 851011

5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured

All staff receive regular training to increase their knowledge of Special Educational Needs and Disabilities. Both SENDCOs have gained the 'National Award for Special Educational Needs Coordination'.

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for the child. The school will always discuss this with the parents or carers first. The agencies used by the school include;

- Autism Advisory Team
- Behaviour Support Team

- Child and Adolescent Mental Health Service (CAMH)
- Sensory Service (for students with a hearing or visual need).
- Education Psychology Service (EP).
- Speech and Language Team (SALT)
- Occupational Therapy
- Social Care
- School Nurse
- Early Help Professionals

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

6. Equipment and facilities to support children and young people with SEN will be secured

We will make all reasonable attempts to acquire the equipment and facilities that your child needs to make the best possible progress. Children with sensory impairments have equipment and facilities installed to meet their needs around school. Currently we have no children who require wheelchair access – for more information about accessibility see the Accessibility Policy. Families are included in the process of securing equipment and facilities to support children with SEND and the school works with other services to secure this provision and act on their advice.

7. Consulting parents of children with SEN about, and involving such parents in, the education of their child

Parents and carers are actively encouraged to be partners in their child's education through;

- informal discussions
- termly IPP review meetings
- parent consultations
- telephone contact
- home school diaries
- meetings with the SENCO and/or family support worker
- annual written reports.

Staff are very visible at the beginning and end of a school day at Bedford Road Lower School and we endeavour to create an approachable environment for parents and carers of all children.

On joining the school at foundation stage, parents and carers are invited to 'New Starter' evenings where the Head teacher, Foundation stage staff and family support worker introduce themselves, present information about the school and answer any questions the parents/carers may have. Home visits are also conducted before the child starts foundation stage and children are invited to a play session in the summer

term before starting school. If children are identified as having SEND teachers meet with parents/carers, the SENCO, staff from the previous setting and any other professionals involved with the child to discuss transition and how best to support the child.

Visits to the school are welcomed for prospective parents when children are starting at Bedford Road Lower School.

8. Involving Pupils with SEND in their education

- We respect the ability of all children to become independent learners.
- All children, regardless of SEN, are aware of their next steps.
- Children who have additional needs have targets which are shared, discussed and worked towards with those members of staff who are providing their additional support.
- During the review cycle of an IPP, children are able to contribute to how they feel they have worked towards each target. Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down, drawing a picture of choosing from a selection of pictures.

9. Complaints from parents of children with SEN about the provision made at the school

Parents are encouraged to contact the school to ask or share any information that they feel is important. We take parental concerns very seriously. If you have a complaint, please come and talk to us about it first. We will endeavour to reach a solution with you. If you are still not satisfied, please consult the school Complaints Policy for how to proceed.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress. The school also has links with play therapists and a charity that supports children whose parents may be in prison.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

Parents can contact either of the school's SENDCOs, Mrs R Felice or Mrs K Maslen, at the school on 01234 851011, regarding any concerns about your child and special educational needs, whether an existing pupil or a prospective pupil. If parents/carers have any concerns they can also contact their GP to voice their concerns.

12. Supporting children in moving between phases of education

Many strategies are in place to enable every child's transition to be as smooth as possible, these include;

- Home visits are carried out before foundation stage children start school.
- Discussions between the previous or receiving schools prior to the pupil joining or leaving.
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new school/class.
- Mrs Felice or Mrs Maslen are always happy to meet parents/carers prior to their child joining school.
- Information is shared with relevant members of staff at each transition point.

13. Information on where the local authority's local offer is published

Bedford Borough's local offer can be found at the link below, this outlines the provisions available at local schools within Bedford Borough

<https://sendguide.bedford.gov.uk/>